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ABSTRACT

A list of books is presented as typifying the textbooks used in California schools. It is pointed out that these books fail to nurture a sense of respect and understanding for children of minority group cultures. The textbooks were classified into the following categories: (1) Books in compliance with the State Education Code Sections 8553, 8576, 9002, and 9305, and (2) Books not in compliance with the State Education Code. Of those in compliance, there were two categories: (1) textbooks in which no changes were recommended, and (2) textbooks in which minor changes are recommended. Of those not in compliance, there were also two categories: (1) textbooks in which moderate to major modifications are necessary, and (2) textbooks in which total rewriting and restructuring are necessary. It is concluded that children of all races must be granted the opportunity to study and appreciate their own culture. It is proposed that steps be taken by the state of California to require schools not in compliance with the State Codes to conform to them. (Author/CK)

ED063521

TASK FORCE TO REEVALUATE SOCIAL SCIENCE TEXTBOOKS
GRADES FIVE THROUGH EIGHT

Appointed by

CALIFORNIA STATE BOARD OF EDUCATION

REPORT

AND

RECOMMENDATIONS

AA001003

Bureau of Textbooks
Division of Administration and Finance
California State Department of Education
Sacramento, December 1971

TASK FORCE ON SOCIAL SCIENCE TEXTBOOKS
GRADES FIVE THROUGH EIGHT

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INTRODUCTION

The Problem

Of all minority groups in the United States, Asians, Blacks, Chicanos, Native Americans, and Puerto Ricans, more than any others, suffer discrimination in jobs, housing, civil rights, and education.

In the course of his education a student acquires more than skills and knowledge. He also finds and continues to modify his own image and to develop his attitudes toward other persons, races, and cultures. Because teachers and the textbooks they use exert influence on the intellectual growth and self-determination of the individual, it is essential that the materials the school provides do indeed give the student the opportunity to develop an image deeply rooted in a sense of personal dignity and also to grow in his respect for and understanding of all aspects of American society.

Most of these books reviewed by the Task Force, for the reasons enumerated in this report, fail to nurture this sense of respect and understanding.

Even if we presume that all students understand English, the concepts they will find in these books reveal ignorance of the bilingual and bicultural realities in the lives of minority children. Written chiefly from the Anglo point of view, these books provide a distorted view of American history and an inadequate portrayal of minorities. Enforcing a pattern of conformity on the learning experience of all pupils, regardless of their heritage, tends to further the process of deculturation, through which the traditional mores of all minorities can be destroyed. Further, the Anglo child equally needs this condition corrected if he is not to be denied access to the diverse richness of his society.

The minority pupil is often alienated from the curriculum even before he opens a single book. He is then asked to participate in a value system that can result in the rejection of his very identity as a minority person. If he is not physically removed from the classroom itself, he is at the very least mentally repelled by the self-negating nature of much of the material he is asked to master. This is a major contributing factor in the high "push-out" rate (Chicanos: seventh grade level of education; San Francisco Chinatown: 1.7 years of education, for example), and in minority overrepresentation in drug, delinquency, poverty-welfare cases, mental illness, and other ramifications of the vicious cycle of poverty.

While the portrayal of ethnic minorities in textbooks is obviously only one step toward reclaiming these vital human resources and providing minority pupils with the equal educational opportunities that are their birthright as citizens, it is hardly unreasonable to ask that textbooks adopted by the state acknowledge the cultural pluralism that has always been praised as a sustaining force of American democracy. Indeed, in the present moment of racial unrest and social turmoil, textbooks that honestly represent the many diverse elements of the American populace may well be one of the indispensable prerequisities for restoring the dignity of our nation's minorities, reuniting all our peoples, and reconciling the passions of a now divided republic.

Appointment and Deliberations of the Task Force

The State Curriculum Commission has approved basic and supplemental social science textbooks for grades five through eight which in the ordinary course of events would have been adopted without further challenge. But, for the first time in California history, widespread concern of citizens, educators, and parents encouraged the State Board of Education to delay the adoption of those textbooks. Many representatives of ethnic groups opposed the adoption of these texts because of their damaging inaccuracy and their failure to portray the role and contributions of minority groups in American history as stipulated by the Education Code, Sections 8553, 8576, 9002, and 9305. (Copies of these code sections can be found in Appendix A.) The Board then appointed the present Task Force to determine the legal question of compliance or non-compliance, with reference to these code sections. The twelve members, of various ethnic backgrounds, met for the first time on October 28, 1971, and on subsequent weekends until the completion of the review of fifteen basic textbooks and forty-five supplementary textbooks, and their accompanying teachers editions or guides. The difficulty of the assignment was compounded by the short time allotted (five weeks), but the report stands as the result of intensive work during that period.

General Commentary on Textbooks

The Task Force finds that the books generally reflect an absence of intellectual rigor, a superabundance of factual errors, a pervasive ethnocentrism in both framework and content, an insensitivity to people of various ethnic groups, and, at times, an apparent intellectual dishonesty. Such inaccuracy, insensitivity, and ethnocentrism pervade not only basic and supplementary text materials, but also such standard reference sources as atlases and almanacs. Some of the most flagrant abuses occur in the Teachers Guides and Teachers Editions, which often compound the previously mentioned deficiencies by providing prejudicial supplementary material and by instructing teachers as to what answers and conclusions they are to extract from supposedly inquiring students.

The blame for the sorry state of these textbooks must be shared by many. It must be shared by publishers who have made insufficient efforts to produce books which deal satisfactorily with ethnic groups, who too often select authors with insufficient scholarly knowledge of the subject about which they write, and who fail to hire consultants and authors with sufficient knowledge and understanding of matters relating to ethnic groups. It must be shared by education specialists who author books on topics about which they have obviously limited knowledge. It must be shared by scholarly authors who, though versed in the facts of their subject matter, write with a careless ethnocentrism which is offensive and injurious to those of various ethnic groups. It must be shared by consultants who permit their names to serve as window-dressing for textbooks without taking their obligations with the utmost seriousness. Finally, it must be shared by those whose passivity or negligence has permitted the perpetuation of the publishing of textbooks which shatter the Education Code or the unwritten law of human sensitivity toward the various groups which compose our society.

In short, the Task Force feels that none of the proposed social science basic textbooks and only some of the proposed supplementary textbooks are in compliance with sections of the Education Code pertaining to ethnic groups. Depending on the commitment of the individual publishers, all of these books could be revised to comply with the Code, but the extent of revision necessary varies from minor modifications of a few words or illustrations to almost total reconceptualization, restructuring, and rewriting. The Task Force does not feel that it can make a judgment on how long it would take to revise any individual book to meet California standards. This is a matter for each publishing company, based on its dedication to the highest standards of scholarship and its willingness to mobilize its resources for making the necessary changes. It is the Task Force's opinion that publishers can provide substantial revisions in textbooks if they have the commitment and desire to produce accurate, sensitive, representative materials. Therefore, the Task Force has not addressed itself to the question of time constraints and, instead, has categorized books as to compliance or non-compliance and as to the nature of the necessary revisions, with the hope that all of the publishers will seriously consider the comments and make those essential revisions.

Classification of Books

After considerable discussion and experimentation, the textbooks were classified into the following categories:

I. Books in compliance with State Education Code Sections 8553, 8576, 9002, and 9305

   A. Those textbooks in which no changes were recommended

   B. Those textbooks in which minor changes are recommended

II. Books not in compliance with the State Education Code

A. Those textbooks in which moderate to major modifications are necessary in order to meet the requirements of the State Education Code

B. Those textbooks in which <u>total</u> rewriting and restructuring are necessary because of inadequacy of concept, framework, and/or attitudinal precepts

The detailed comments concerning each title will be found in Appendix B.

The final classification of all the titles under review begins on page five.

BASIC AND SUPPLEMENTARY TEXTBOOKS
SOCIAL SCIENCES, GRADES 5-8
CLASSIFIED ACCORDING TO COMPLIANCE
WITH EDUCATION CODE PROVISIONS
REGARDING TREATMENT OF
ETHNIC MINORITIES

Basic Textbooks

I. In compliance with State Education Code, Sections 8553, 8576, 9002, and 9305.

A. No changes recommended.

Grade 5

None

Grade 6

None

Grade 7

None

Grade 8

None

B. Changes recommended.

Grade 5

None

Grade 6

None

Grade 7

None

Grade 8

None

II. Not in compliance with State Education Code.

A. Moderate to major modifications needed to meet code.

Grade 5

None

Grade 6

Greco, Peter and Phillip Bacon. THE STORY OF LATIN AMERICA (Field Educational Publications, Inc.).
Teachers Edition of the above textbook

Staff of the Center for the Study of Instruction, San Francisco, California. THE SOCIAL SCIENCES: CONCEPTS AND VALUES, BROWN (Harcourt Brace Jovanovich, Inc.).
Teachers Edition of the above textbook

Grade 7

None

Grade 8

None

B. Due to structure and framework, would need total rewriting and restructuring.

Grade 5

Bailey, Kenneth, et al. THE AMERICAN ADVENTURE (Field Educational Publications, Inc.).
Teachers Edition of the above textbook

King, Frederick M., et al. THE SOCIAL STUDIES AND OUR COUNTRY (Laidlaw Brothers, A Division of Doubleday & Company, Inc.).
Teachers Edition of the above textbook

Rostvold, Gerhard N., et al. VOICES OF THE AMERICANS (Stone Educational Publications).
Teachers Edition of the above textbook

Staff of the Center for the Study of Instruction, San Francisco, California. THE SOCIAL SCIENCES: CONCEPTS AND VALUES, PURPLE (Harcourt Brace Jovanovich, Inc.).
Teachers Edition of the above textbook

Grade 6

Cinc, Frederick M., et al. THE SOCIAL STUDIES AND OUR WORLD (Laidlaw Brothers, A Division of Doubleday & Company, Inc.).
Teachers Edition of the above textbook

Rostvold, Gerhard N., et al. VOICES OF LATIN CULTURES AND ANCIENT CIVILIZATIONS (Stone Educational Publications).
Teachers Edition of the above textbook

Grade 7

Cappelluti, Frank and Ruth H. Grossman. THE HUMAN ADVENTURE: A HISTORY OF OUR WORLD (Field Educational Publications, Inc.).
Teachers Edition of the above textbook

Rostvold, Gerhard N., et al. VOICES OF EMERGING NATIONS (Stone Educational Publications).
Teachers Edition of the above textbook

Yohe, Ralph Sandlin, et al. EXPLORING REGIONS OF THE EASTERN HEMISPHERE (Follett Educational Corporation).
Teachers Annotated Edition of the above textbook

Grade 8

Bidna, David B., et al. WE THE PEOPLE, A History of the United States of America (D.C. Heath and Company, A Division of Raytheon Education Co.).
Teachers Edition of the above textbook

Chapin, June R., et al. QUEST FOR LIBERTY: INVESTIGATING UNITED STATES HISTORY (Field Educational Publications, Inc.).
Teachers Edition of the above textbook

Sandler, Martin W., et al. THE PEOPLE MAKE A NATION (Allyn and Bacon, Inc.).
Teachers Annotated Edition of the above textbook

Staff of the Social Studies Curriculum Center, Carnegie-Mellon University. THE AMERICANS: A HISTORY OF THE UNITED STATES (Holt, Rinehart and Winston, Inc.).
Teachers Manual for the above textbook

Supplementary Textbooks

1. In compliance with State Education Code, Sections 8553, 8576, 9002, and 9305.

A. No changes recommended.

Grade 5

Anderzhon, Mamie Louise. STEPS IN MAP READING, Book I (Rand McNally & Company).

Hottmeyer, William. OUR CONSTITUTION AND WHAT IT MEANS (McGraw-Hill Book Company, Webster Division).

INTERMEDIATE WORLD ATLAS (McGraw-Hill Book Company, Webster Division).

Grade 6

Adams, Russell L. GREAT NEGROES, PAST AND PRESENT (Afro-Am Publishing Company, Inc.).

Anderzhon, Mamie Louise. STEPS IN MAP READING, Book II (Rand McNally & Company).

INTERMEDIATE WORLD ATLAS (McGraw-Hill Book Company, Webster Division).

Grade 7

DISCOVERY WORLD ATLAS (McGraw-Hill Book Company, Webster Division).

Grade 8

JUSTICE IN URBAN AMERICA SERIES
Teachers Guide for the above series
Berger, Robert and Joseph Teplin. LAW AND THE CONSUMER (Houghton Mifflin Company).
Ranney, George, Jr. and Edmond Parker. LANDLORD AND TENANT (Houghton Mifflin Company).

B. Changes recommended.

Grade 5

Acuna, Rudy. CULTURES IN CONFLICT, PROBLEMS OF THE MEXICAN AMERICANS (Charter School Book, Inc.).
Teachers Guide for the above textbook

Grade 6

Bailey, Helen Miller and Maria Celia Grijalva. FIFTEEN FAMOUS LATIN AMERICANS (Prentice-Hall, Inc.).

Espenshade, E.B., Jr. (Ed.). GOODE'S WORLD ATLAS, 13th Edition (Rand McNally & Company).

Grade 7

Espenshade, E.B., Jr. (Ed.). GOODE'S WORLD ATLAS, 13th Edition (Rand McNally & Company).

Webb, Kempton E., et al. WESTERN EUROPE, EASTERN EUROPE (William H. Sadlier, Inc.).
Teachers Guide for the above textbook

Grade 8

JUSTICE IN URBAN AMERICA SERIES

Bassiouni, M. Cherif and Sister Thecla Shiel. YOUTH AND THE LAW (Houghton Mifflin Company).
Groll, Richard and Jack Zevin. LAW AND THE CITY (Houghton Mifflin Company).

AMERICA: LAND OF CHANGE
Teachers Guide for the above series
Shapiro, Alan et al. BLACK (Science Research Associates, Inc.)

II. Not in compliance with State Education Code

A. Moderate to major modifications needed to meet code.

Grade 5

Salitore, Edward V. and Evelyn D. Salitore. PAST, PRESENT, FUTURE, CALIFORNIA INFORMATION ALMANAC (California Information Almanac, Inc.).
Teachers Guide for use with the above textbook

Grade 6

Long, Luman, et al. THE 1970 WORLD ALMANAC AND BOOK OF FACTS (Newspaper Enterprise Association).

O'Donnell, Patrick A. and Charles Lavaroni. POPULATION, PRODUCTION, AND POLLUTION: A CHAIN REACTION (Franklin Publications, Inc.).
Teachers Guide for the above textbook

Grade 7

Cohen, Robert et al. THE COLOR OF MAN (Random House/Singer School Division).
Teachers Guide for the above textbook

Salitore, Edward V. and Evelyn D. Salitore. PAST, PRESENT, FUTURE, CALIFORNIA INFORMATION ALMANAC (California Information Almanac, Inc.).
Teachers Guide for use with the above textbook

Webb, Kempton E. et al. ARAB WORLD, NEW AFRICA (William H. Sadlier, Inc.).
Teachers Guide and Key for the above textbook

Grade 8

JUSTICE IN URBAN AMERICA SERIES
Bassiouni, M. Cherif et al. CRIMES AND JUSTICE (Houghton Mifflin Company).

Gardner, William E. et al. SELECTED CASE STUDIES IN AMERICAN HISTORY, Volume 1 (Allyn and Bacon, Inc.).
Teachers Manual for use with the above textbook

Gardner, William E. et al. SELECTED CASE STUDIES IN AMERICAN HISTORY, Volume 2 (Allyn and Bacon, Inc.).

Nava, Julian. MEXICAN AMERICANS: PAST, PRESENT, AND FUTURE (American Book Company, A Division of Litton Ed. Publishing, Inc.).

Salitore, Edward V. and Evelyn D. Salitore. PAST, PRESENT, FUTURE, CALIFORNIA INFORMATION ALMANAC (California Information Almanac, Inc.).
Teachers Guide for use with the above textbook

AMERICA: LAND OF CHANGE
Shapiro, Alan et al. RIGHTS (Science Research Associates, Inc.).
Shapiro, Alan et al. GROWTH (Science Research Associates, Inc.).
Shapiro, Alan et al. PEOPLE (Science Research Associates, Inc.).
Shapiro, Alan et al. POWER (Science Research Associates, Inc.).

UNITED STATES HISTORY ATLAS (McGraw-Hill Book Company, Webster Division).

B. Due to structure and framework, would need total rewriting and restructuring.

Grade 5

Franco, John M. AFRO-AMERICAN CONTRIBUTORS TO AMERICAN LIFE (Benefic Press).

Rostvold, Gerhard N. et al. VOICES OF EARTH, MAN'S ENVIRONMENT (Stone Educational Publications).
Teachers Edition of the above textbook

Grade 6

Wittenberg, Eliot. PATTERNS OF A CHANGING WORLD (Noble and Noble, Publishers, Inc.).
Teachers Guide for the above textbook

Grade 7

Jennings, Jerry E. et al. GREAT IDEAS OF MAN (The Fideler Company).
Teachers Guide for the above textbook

Webb, Kempton E. et al. ORIENTAL WORLD, OCEAN WORLD (William H. Sadlier, Inc.).
Teachers Guide and Key for the above textbook

Grade 8

JUSTICE IN URBAN AMERICA SERIES
Bennett, Robert and Thomas Newman. POVERTY AND WELFARE (Houghton Mifflin Company).

Dicker, David et al. URBAN AMERICA, PROBLEMS AND PROMISES (William H. Sadlier, Inc.).
Teachers Guide for the above textbook

AMERICA: LAND OF CHANGE
Shapiro, Alan et al. PROMISE (Science Research Associates, Inc.).

CONCLUSIONS AND RESOLUTIONS

Although this report is, in several respects, an historic document, no member of the Task Force views it as anything but a beginning. The difficulties inherent in the need to retain the dignity of a society's past while being responsive to the challenges posed by the inevitability of socio-cultural change are profound. No single document can hope to resolve these dilemmas permanently. Our resolutions, proposed to the people of this state and to the Board of Education, reflect a protracted and sometimes agonizing search among our own group. As our deliberations progressed, the differences in ethnic background, professional training, and philosophy within our Task Force itself provoked a creative intellectual tension which educated and sensitized us to the unique concerns of the diverse communities we represent. The heightened awareness that resulted from this education has convinced us that our report must not simply join the many intelligent but ineffectual volumes of literature which clutter the back rooms of various libraries.

For decades now, previous studies on the treatment of ethnic minorities in textbooks have emphasized the imbalance, distortion, and insensitivity of these books. Analyses, however thorough, of the failure of educational systems to meet the needs of minority school children are, in and of themselves, irrelevant to the students who at this very moment are being forced from our schools, not by benign neglect, but by the refusal of an educated citizenry to demand the necessary steps that alone can revitalize the state's educational curriculum.

It is our conviction that the deliberations and conclusions generated by our scrutiny of the objectives and implications of social science books should not be merely "received and filed." All must recognize that minorities are not strangers in this land; minority children must cease to be considered aliens in the classroom. Children are human beings blessed with curiosity and an endless capacity to reason, to feel, and to wonder. To deny a child of any race the truth about himself of his peers is to poison the foundation of his character and to erode the basis for productive relations with his fellow man. Inaction not only perpetuates increased delinquency and distress in society at large, but contributes to an ongoing process of national suicide, destroying the very future of our country.

Although specific statements in our report may seem controversial, our fundamental concern is clear. We acknowledge the momentous opportunity now before the State of California and hereby submit our

resolutions as a means of rectifying the current violations of the Education Code. California, with its rich legacy of multi-cultural contributions, is in a unique position to lead the nation in constructive action designed to improve social science education in our public schools. We therefore ask that the State Board of Education adopt these resolutions and complete the unfinished task of bringing full democratic justice and equal educational opportunity to the minority and non-minority students of this state.

PROPOSED RESOLUTION

WHEREAS, the Task Force on social sciences textbooks, grades five through eight, has deliberated for five weeks on the treatment of ethnic minorities in those social sciences textbooks now being considered for adoption; and

WHEREAS, the Task Force has presented to the Board both general and specific proposals for revisions necessary for compliance by these textbooks with Education Code Sections 8553, 8576, 9002, and 9305, and

WHEREAS, the Task Force has reported to the Board that most of the textbooks in question were pervaded with inaccuracy, insensitivity, and ethnocentrism; and

WHEREAS, these same characteristics can be expected to be encountered in textbooks in other subject matter areas;

now therefore be it

RESOLVED, that the Task Force on social sciences textbooks, grades five through eight, be continued and reconvened to review whatever changes are made in the social science textbooks now being considered for adoption; and be it further

RESOLVED, that the same or a similar type of review process as was followed by this Task Force be followed in relation to all books being considered for adoption, particularly in the critical areas of history, social science, reading, literature, music, art and the humanities in general.

PROPOSED RESOLUTION

WHEREAS, the subject matter areas represented by the ethnically-oriented supplementary books placed by the Task Force on social sciences textbooks in grades five through eight in categories I-A and I-B must be dealt with in grades five through eight; and

WHEREAS, it is possible that basic textbooks placed by this Task Force in categories II-a and II-b may not become available for adoption; and

WHEREAS, Education Code Sections 8553 and 8576 require that the role and contributions of American Negroes, American Indians, and other ethnic groups be included in instruction in the social sciences; and

WHEREAS, the Task Force has found that no appropriate supplementary textbooks dealing with American Indians or Asian Americans are being considered for adoption; and

WHEREAS, such textbooks are known to be available on the market at the present time;

now therefore be it

RESOLVED, that all of the supplementary textbooks placed by the Task Force in categories I-A and I-B will be adopted even if new basic textbooks cannot be adopted; and be it further

RESOLVED, that a Call for Bids be issued and a search undertaken for supplementary textbooks concerned with American Indians and Asian Americans, for adoption in 1972; now be it further

RESOLVED, that in the event it is found to be impossible to call for bids for additional supplementary textbooks, the Board will investigate the means whereby it may require school districts to fulfill the requirements of the law by acquiring suitable supplementary materials at their own expense.

PROPOSED RESOLUTION

WHEREAS, Task Force members have had occasion to review certain of the social sciences textbooks now in adoption for grades kindergarten through four, and have found them in gross violation of the Education Code; and

WHEREAS, most Task Force members are familiar with many of the social sciences textbooks being used in grades nine through twelve, and have found them to be in equal violation of the Education Code;

now therefore be it

RESOLVED, that the State Board of Education take immediate emergency steps to assure that suitable supplementary textbooks relating to minorities are made available for use by pupils in grades kindergarten through four; and

RESOLVED, the Board will investigate the means whereby it may require those school districts operating secondary schools to fulfill the requirements of the law by acquiring suitable materials at their own expense.

PROPOSED RESOLUTION

WHEREAS, the Task Force on social sciences has found that many appropriate textbooks available from small publishers or publishers of ethnically oriented materials have not been submitted for adoption in California; and

WHEREAS, it is apparent that submission in California is difficult and/or expensive for such publishers, who publish many of the ethnic-oriented materials available today; and

WHEREAS, more materials are available at the college level than at the public school levels;

now therefore be it

RESOLVED, that the Board directs the staff of the Department of Education to develop for their consideration appropriate procedures which will guarantee that publishers not now submitting in California will be able to have their books considered for adoption; and be it further

RESOLVED, that the Board directs the staff, as a matter of policy, actively to seek appropriate textbooks for submission for all adoptions rather than to depend entirely on publishers' initiative; and be it further

RESOLVED, that the Board directs the staff to develop procedures for searching out college-level texts dealing with minority groups that can be adapted for use at public school levels and encourage publishers to make revisions and submit them for use at the appropriate levels.

PROPOSED RESOLUTION

WHEREAS, it has been reported by the Task Force on social science textbooks that many textbooks reviewed were written by authors who were not bona fide subject matter specialists (historians, anthropologists, etc.); and

WHEREAS, this Task Force has found that, in general, the authors of many textbooks are insensitive to the needs of minority groups;

now therefore be it

RESOLVED, that the Board seek actively to encourage publishers to employ competent subject matter specialists of minority background to author or co-author basic and supplementary textbooks; and be it further

RESOLVED, that the Board seek actively to encourage college professors in subject matter specialties to write textbooks for primary and secondary grade levels, with appropriate assistance regarding reading levels and maturity levels in the grades concerned.

PROPOSED RESOLUTION

WHEREAS, the complete omission of mention of several sizable and important ethnic minorities in the textbooks indicates that many school districts are not complying with Sections 8533 and 8576 of the Education Code; and

WHEREAS, the low degree of compliance with the Education Code evidenced by the textbooks selected in the usual manner indicates a lack of input from minority groups in the customary selection process; and

WHEREAS, certain ethnic groups have already established organizations concerned with children's education; and

WHEREAS, many specialists in ethnic minority educational considerations can be found in local communities and in colleges and universities;

now therefore be it

RESOLVED, that the State Board of Education hereby declares it to be policy that the American Indian Education Council, which has democratic Indian representation, and similarly constituted Councils for other ethnic groups will be asked to consult with and assist the California State Curriculum Commission and the State Board in the overall development of guidelines and curricula relevant to the needs of various ethnic groups; and be it further

RESOLVED, that in future appointments to the Curriculum Commission, designation of staff personnel for work with the Commission and the Board on textbook problems, and the hiring of outside consultants, the Board will seek recommendations from ethnic minority groups for its consideration.

PROPOSED RESOLUTION

WHEREAS, most members of the Task Force on social sciences, grades five through eight, have been active in circles concerned with the ethnic content of public school textbooks; and

WHEREAS, all the members of the Task Force have found the interactions of this group to be among the most fruitful they have experienced; and

WHEREAS, the State Board of Education recognizes the potential value of the content of these discussions to authors, publishers, curriculum personnel, other school personnel, and many others;

now therefore be it

RESOLVED, that the Department of Education be requested to seek funding adequate to publish the proceedings of this Task Force; and be it further

RESOLVED, that all tapes and transcripts be retained and made available for appropriate professional use.

APPENDIX A

Education Code Requirements

Regarding Ethnic Minorities

APPENDIX A

EDUCATION CODE

Instruction in Social Sciences

8553. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

(Amended by Stats. 1963, Ch. 1033, and by Stats. 1967, Ch. 1306; repealed by Stats. 1968, Ch. 182; added by Stats. 1968, Ch. 1168.)

Instruction in Social Sciences

8576. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

(Added by Stats. 1968, Ch. 1168.)

Prohibited Means of Instruction

9002. No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, color, creed, national origin or ancestry.

Civics and History Textbooks; Portrayal of Ethnic Groups' Contribution

9305. The board shall, when adopting textbooks and teacher's manuals for use in elementary schools for the teaching of courses in civics and history of the United States and the State of California, include only such textbooks which correctly portray the role and contribution of the American Negro and members of other ethnic groups and the role and contributions of the entrepreneur and labor in the total development of the United States and of the State of California.

(Repealed and added by Stats. 1968, Ch. 917. See note preceding Section 9301. Amended by Stats. 1969, Ch. 971.)

APPENDIX B

(Detailed Comments)

APPENDIX B

Bailey, Kenneth, and Others. The American Adventure. San Francisco: Field Educational Publications, Inc., 1970.

1. The conceptual framework of this book is faulty. It appears to be a history of the Anglo-American people and their society in this country. It defines "The Beginnings" as Leif Ericson and the Vikings, and then goes on to all the content which could have been found in any textbook 50 years ago--Marco Polo, Portugal, Ponce de Leon, and the like. It totally ignores the fact that a considerable amount of history took place in this country before 1003, and it includes native Americans only as they constitute a problem for the Anglo-American society.

2. Whereas there are sections in this book describing life as it was in the eastern part of this country in colonial times, nothing comparable is offered for the west or southwest. There is no recognition of the fact that there were 80,000 people of Indo-Hispanic-Mexican descent living in the southwest prior to 1846, when the Mexican War began, and no attempt to describe their lives. There is a very brief discussion of the Aztecs and an inadequate few paragraphs on the Pueblo Indians, neither of which gives any real clues to their society. For the Mexican-American child who reads this book, there is nothing meaningful in his past except that there are missions in the southwest, that Spanish architecture is often used (although most of that is twentieth century revival and has really nothing to do with the Spanish), and that the Spanish brought horses.

3. The historical concepts to be developed, as pointed out to the teacher in the teachers manual, are narrow and poorly selected. The only concept listed concerning the "customs and culture" of the Aztecs, for example, is that they practiced human sacrifice; other far more relevant characteristics of their customs and culture should have been chosen for emphasis.

4. In Section 12, "The Nation Expands to the West," this concept is false, since part of the nation already was in the west--it is the white people who expanded to the west. Also, the implication is that Texas is not settled until white people arrive there, whereas Indians and Mexicans had been there for many years. There were extensive settlements of a number of Indian groups, and the bulk of the territory was under Comanche control.

5. Treatment of the Texas revolt, although not as bad as some, is written from a definitely pro-Anglo viewpoint and seems to ignore the fact that all settlers in Texas, even the Anglos, were Mexican citizens and were in fact traitors to their own country.

6. Almost every time Asians are mentioned, in any content, it's because they are somehow in the way of United States expansion, or they're in the way of business exploitation of particular areas. There is very little, if anything, on Asians in America, yet there is now a pretty extensive literature on that subject.

7. Page 61 is filled with two pictures, one of a group of Pilgrims going to church, fortified with guns, and the other of the seal of the Massachusetts Bay Colony. The effect is that an Indian, on the seal, is saying to a group of church-goers, "Come over and help me." This juxtaposition of two different things may very well form certain attitudes which ought to be avoided.

King, Frederick M., and Others. CONCEPTS IN SOCIAL SCIENCE: The Social Studies and Our Country. River Forest, Ill.: Laidlaw Brothers, Inc., 1970.

1. The approach of this book to expansionism and the Mexican war is actually dishonest. For instance, this statement (page 326): "President Polk decided to make one final effort to peacefully settle the differences between the two countries." Or (page 326): "He believed that America's borders should legally extend to the Pacific Coast. But Mexico claimed much of this southwestern land, including all of Upper California." Such a statement is relevant only in terms of Indians, but in terms of the U. S., it is somewhat like saying that Russia thought it would like to extend to Missouri, but the United States claimed Missouri. Upper California was not just "claimed" by Mexico, it was an integral part of Mexico. The book does attempt to get the students to think about this by the questions that are asked regarding the use of war to solve problems, and by including a statement of the Mexican view from a Mexican newspaper. However, these things do not excuse the original statements.

2. References to blacks, slavery, and the civil war tend to be sugar-coated. For instance, on page 288, "The Fourteenth Amendment guaranteed the citizenship of all men. The Fifteenth Amendment guaranteed the right to vote of all men." The sentence that follows, "In spite of these laws, many white men in America continued to treat black men in America as inferior people and as second-class citizens," does not mitigate the effect of the first two statements because it does not specify in what way they were treated as second-class citizens. Black codes should have been mentioned, for example, the sharecropper system, which was a new kind of slavery, and the effect of the operation of the system of justice. On page 290, a discussion about the Civil Rights Act of 1964 states: "This act not only advanced the voting rights of Negroes, but provided for equal treatment of black men in many other areas of life. For example, it contained provisions concerning equal housing, equal education, and equal employment. The Voting Rights Act of 1965 added further guarantees of equal voting rights for Negroes." Without an indication that this law is not enforced in many parts of the country, the statements above are entirely misleading. Also, on page 291, there is a statement that "Blacks and whites are still working hard to improve relations with one another and to bring equality for all men to every area of American life." Such a bald statement is incredible.

   One thing we must teach children, if we expect them to mitigate racial problems, is that this is a racially torn, highly polarized society. To teach them otherwise is to perpetuate the myth that society is harmonious, and they will not see the necessity to develop strategies for eliminating racism and dehumanization.

3. The discussion of the institution of slavery does not describe slavery as it affected black people. This is why white children grow up thinking that maybe slavery wasn't so bad. Slavery is mentioned and then immediately glossed over. Also, no relationship is pointed out between slavery and the economy of the country.

King, Frederick M., and Others. The Social Studies and Our Country.

4. This book tends to show lack of respect for the cultures of other countries. For example, on page 342, the picture of a temple is mentioned in the text, and then the question is asked: "What evidence do you see there of the American way of life?" This indicates fundamental disrespect and reflects upon American citizens who came from those countries.

5. The treatment of ceremonies is at an extremely simplistic level. The book does not attempt to present a sense of the art and the drama, or the philosophical, cosmological background of the folk rituals which it talks about. Kachina dolls, for instance, are seen simply as little dolls that cause rain for the Indians, whereas ultimately they were much more than that. Or, ". . . the potlatch is a way by which people show wealth," without going into other far more important aspects of the ceremony. Being an indicator of wealth is a minor factor of that ceremony, although it does in fact have that quality.

6. The treatment of the Indian superficially looks good, but actually it does not constitute what it purports to be, namely an introduction to anthropology, using the Indian as an example. Everything in this discussion, at least through page 84, is previous to European contacts, and therefore offers no opportunity to present the processes of acculturation and cross-cultural contact, for instance.

. Several of the remaining sections on Indians are not at all bad, but they tend to contain the types of things that are least interesting to children and are therefore a waste of space.

7. On page 60 it is indicated that some 85,000 Indians lived in California, whereas current estimates run around 300,000 or more. On page 62, the captions on the pictures of a Kiowa warrior and Chief Joseph have been interchanged.

8. A distinction is drawn between Eskimos and Indians which does not exist, at least not in so clearcut a fashion. Eskimos and Athabaskan Indians have intermarried, to the extent that they tend to look a great deal alike.

9. Page 65 indicates that Algonkian people lived in wigwams; actually, they lived in tepees, wigwams, longhouses, and a large number of different kinds of houses.

10. The use of the word "tribe" is inaccurate, since a tribe is a nebulous thing, and to most Europeans is a social unit that has no inherent rights.

11. On page 75, there is a statement that "The Indians in most tribes even treated chiefs and shamans very much as they treated other tribal members." This whole section avoids some very, very significant ways of talking about social ideals. Who is a leader, how does a person become a leader, what kind of behavior does he ideally display? It's not so much that they don't honor their leaders. Their leaders are leaders because they <u>are</u> honored.

12. No reference at all is made to present-day Indians or their condition and the Indian rights movement.

King, Frederick M., and Others. The Social Studies and Our Country.

13. The entire section on community life, especially the social life and worship sections, would have to be entirely redone.

14 On page 257, "The Land of Florida," it says: "The United States was finally able to settle its dispute with Spain over Florida peacefully. In the early 1800's Spain and the United States made three treaties that were agreeable to both sides . . .". This completely ignores the fact that United States troops were occupying Florida at the time when Spain ceded it, and that it took five years for the United States to get that treaty out of Spain.

15. On page 351 a discussion appears about the acquisition of Hawaii. It indicates that Queen Liliuokalani began to resist the American takeover, and then says that some Hawaiian natives, backed by Americans, started a revolution in order to overthrow the queen. Actually, it was U. S. sailors from the U.S.S. Boston who came ashore to make sure that the Anglos would not be retaliated against by the Hawaiians. The U. S. military here were acting on the orders of the American ambassador.

Winter, Carl G., and Others. Voices of the Americans. San Francisco: Leswing Communications, for Stone Educational Publications, 1971.

1. Old out-of-date geographies and textbooks have been used as sources for the majority of the pictures. Many of these are inaccurate and misconceived. Also, the reproduction is very poor on many of them, to the point where important components can hardly even be discerned. Photographic essay books that have been published in recent years have shown that there are many photographs that a nonreader can look at and acquire a great deal of information, but these photographs are not desirable and do not get across the subtle messages that they should have been selected to convey, in relation to minorities and other things as well.

2. This book is full of inaccuracies. For instance, the territory of the Six Nations in the map on page 33 shows boundaries that do not correspond with any known boundaries, since at no time were the Six Nations ever limited to that area. The two pictures on page 22 purporting to show Aztec ruins are in fact Toltec ruins and a Mayan pyramid. On page 20 there is a reference to Captain Jack as an "Indian Chief," which he was not. On page 192, the picture of Mexico "today" is really of Mexico 20 years ago.

3. The maps on pages 184 and 189 are erroneous and, regardless of any ethnic consideration, are false and should be removed from all textbooks. These maps depict the so-called expansion of the country in steps by treaty and completely ignore the juridical transfer of sovereignty over these territories from sovereign Indian tribes. They ignore even the existence of Indian people, politically, and constitute a dangerous form of defamation. The only thing the United States ever acquired in these treaties is a quit claim--that is, whatever claim to that area the other party had.

4. This book does make the attempt to deal with different cultural groups. However, it succeeds only minimally in accomplishing the goals that dealing with different cultural groups is supposed to accomplish. The result is not much better than if the attempt had not been made. Part of the problem is in a poor choice of content. On page 491 it says the Indian heritage is preserved in Indian museums throughout North America, but what relevance do those two pictures have, other than that they could be made to fit the space? Why not show Indian people actually acting out their heritage? On page 484, where it discusses Mexican Americans in different occupations, there is a typist and some are learning a trade, but there are no university students or professionals. On pages 493 and 495, the Indian suffers by contrast between two pictures, because the Anglo family knows how to read, whereas Zuni Indians are experienced fire fighters.

5. The law definitely requires that the book portray the "role and contributions" of minority groups. This book does not portray any significant contributions, although there are many that could have been mentioned.

6. On page 192, it refers to "The Mexican government antagonized Americans living in Texas." There were no Americans living in Texas, they were Mexican citizens. The Texas revolt was in fact a civil war between Mexican citizens, quite a number of whom were of Anglo descent, but also quite a number of Spanish. The references to massacres are actually to political executions carried out against those guilty of acts of treason, punishable by death. That is not to condone killing, but to place the killings in a more appropriate frame of reference.

7. This book is designated for the slow to average student, and in California schools, the number of ethnic minority children in this group is going to be all out of proportion to the number of such children in the total population of the class, for various reasons. It is especially important that whatever book goes to that group in some ways have even greater excellence than any other. This book does not.

Staff of the Center for the Study of Instruction. THE SOCIAL SCIENCES: CONCEPTS AND VALUES, Purple. New York: Harcourt Brace Jovanovich, Inc., 1970.

General Comments

1. Treatment of recent history of black people has some sugar-coating, but also it does not go far enough up in time to include the riots of the 1960's and other recent developments. A 1970 book should not end where this one does.

2. Treatment of slavery is superficial and does not really portray the horrors. Also a major offender in the rationalization of slavery, the church, is omitted. It does, however, discuss the black codes.

3. California Indians are not even on the map, much less discussed. Three sections deal with Eskimos, Hopis, and Mohawks, and that in a very light, insignificant kind of way. Perhaps one of these could be omitted and one of California's 300 groups discussed instead.

4. The section on Mexico is inappropriate and poorly done, omitting all mention of socioeconomic problems. The space could much better have been spent on Mexican-Americans.

5. The section on immigration has a group picture which includes no Asians and no Mexican-Americans. Both these groups should be more evident in illustrative materials throughout.

6. The materials on the Hopi are generally accurate from an ethnographic point of view but terribly simplified. On page 73 the student is asked to compare the Hopi kachina to ghosts and witches of Halloween. While an invidious comparison may not be intended, one certainly could arise in this context. This would be like asking a devout Catholic child to compare the saints and martyrs of the church to Halloween figures. I wonder if that would receive an acceptable rating from Catholics.

7. The section on the Eskimos is like that on the Hopi -- accurate but over-simplified. Some implicit value judgments come through there, too. On page 85 the Eskimo shaman is said to be often feared and "is believed" to have power over the spirits. This is like saying that a Christian priest or minister is one that is often feared. The religious roles are not that different, and to place a negative rather than a positive aspect to the role is incorrect or at least unfair.

8. When dealing with non-Christian religions, the book stresses the exotic, the lurid, the "frightening," "bloody," when the same emphasis is lacking with Western religions. These terms must be deleted.

9. Although the treatment of Asian Americans in this textbook is highly restricted, the authors nonetheless succeed in perpetuating the major myths about Asians in a very few pages. Their contemporary problems are ignored and Filipino-Americans and Korean-Americans receive no attention whatsoever. Treated as historical objects of exclusionary American immigration policy and mere economic competition to be repelled by American laborers, Asians nowhere in this book achieve the dignity of consideration as human beings. This basically

THE SOCIAL SCIENCES: CONCEPTS AND VALUES

General Comments (continued)

debumanizing bias, coupled with inferior and misleading scholarship in the book itself (see specific citations below), make this book totally unacceptable in its portrayal of Asian Americans. It should be noted that the text does not discuss at all the incarceration of Japanese-Americans in concentration camps during World War II, undoubtedly the central event in the shaping of the Japanese-American experience.

10. The authors do not consider the critical question: Why are the majority of black Americans politically powerless, poverty stricken, and alienated? Also omitted is a discussion of racism as an institutionalized phenomenon in American life. Black leaders such as Garvey, Malcolm X, and Carmichael -- who are important to the black youth of California today -- are omitted from the text. There also is no discussion of the black man's contributions to American culture.

11. Presents a representation of minority groups which is demeaning, insensitive, or unflattering to the minority cultures.

12. Includes only popular and proven concepts put forth by a limited number of "accepted" writers, resulting in a misrepresentation of the actual range of the minority group's contribution to the total development of the U. S. and of the state of California.

13. Contains biased commentaries which gloss over or flatly ignore the oppression suffered by the ethnic groups.

14. Depicts inaccurately the influence of blacks, Chicanos, etc. on the cultural, economic, and historical development of this country.

15. Inforpation on the historical importance of the Native American in the development of social institutions such as reservations, treaty making and breaking, is of sufficient importance to understanding the development of national institutions that they should receive some attention.

16. Although the black minority receives a fair amount of attention, it is interesting to note that no other contemporary minority person is identified by name. It would seem that this would be important for children of this grade level.

Specific References

Page

4 Add Mexican-American Consultant.

14 Discussion of race ignores hybrids, treats East Indians as Caucasoids.

26-27 Use and cite caves of Altamira, Spain.

27 Use photo of Altamira, Spain

43 Add photo of horse brought to New World by Spain.

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Specific References (continued)

Page

43 Map of where "our common domestic plants and animals" first lived -- shows only Eurasia. Yams and Cassava are questionable. Doesn't show rice or anything in Africa, nothing for America.

44 "New World" is used.

51 Focus on Social Scientist -- not one single photo of Chicano or Latin American (add)

57 "Mesa" is Spanish for table.

57-73 The authors overlooked an obvious possibility for discussing the process of culture contact and for introducing a multi-ethnic view of the pre-1846 Southwest. The fact that Mexican-Spanish explorers and colonists penetrated the Southwest, beginning in the sixteenth century, provides a clear basis for analysis of the various aspects of culture contact between Mexicans and Hopi Indians over a period of three centuries before the U. S. conquest of the area in 1846. By rewriting the chapter and incorporating this multi-cultural approach, the authors can provide students both with the opportunity to examine a non-Anglo example of culture contact and gain some insight into pre-1846 Southwestern civilizations, thereby helping to eradicate the general textbook impression that the U. S. took over a society-less wasteland in 1846.

60 Map should say Hopi Homeland, not reservation.

61 "Columbus discovered America."

62 Why is description all in the past tense? p. 67 also

63 Add Spanish song.

70 Hopi lives "on land that is set aside for them as a reservation." Nothing about needless U. S. invasion and religious persecution, modern problems.

73 Add question to explore why some Hopi have Spanish names.

79 "The land of the Eskimo" map is erroneous.

84 The term "shaman" should not be used for"doctor."

89 Use photo of Banco de Puerto Rico or Banco Popular.

92 "Machete"Spanish word - Explain!

116 "a reservation" referred to -- Mohawks have several.

120 "Introduction" -- the second paragraph reflects an obvious Anglo bias by discussing a westward-moving frontier which led to the gradual settling of the land between the East and the Far West. This introduction must

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Specific References (continued)

Page

120 be rewritten to explain the reality of the advance of two frontiers--an Anglo frontier moving from east to west and a Mexican frontier moving from south to north, both entering territory where multitudinous Indian civilizations already existed.

131-141 "A Dry Region" -- The Anglo bias appears again here, by ignoring the pre-1846 Mexican farmers and ranchers of California. Although they did not make a major effort to settle or develop the Central Valley, Mexicans and Spaniards did establish numerous cities and ranches throughout the state. The treatment by the chapter totally overlooks these Mexican contributions to the establishment of California's society and economy. By doing so, it contributes to the perception of pre-1846 California as a wasteland and misses the opportunity for developing the student's understanding of Mexican-Spanish economy and society. Moreover, nowhere is there a discussion of the contribution by labor, primarily by Mexican and Mexican-American labor, to the economic development of the valley. This chapter must be rewritten to include these aspects of California history.

131 Add unit or paragraph on Spanish and Mexican farming before 1848!

132 Add photo of Spanish and Mexican farming.

154 Add a Latin looking boy or girl.

169, 170, 172, 173 Change "McGregor" to a "Garcia" or "Lopez."

196 Question on how buying is affected by language ability.

206 In Section Five, "Government and a Changing Nation," the book moves into a more traditional historical approach and, therefore, assumes the obligation to more complete historical treatment. Here the book fails miserably. There is no discussion of the development of pre-1846 Mexican society in the Southwest, and only one line is devoted to the U. S. - Mexican War (p. 250), with not a mention of the Treaty of Guadalupe Hidalgo. Nor is there any discussion of the implications or results of the U. S. takeover for Mexicans in the conquered territory. By these omissions, the book contributes to Mexican-American feelings of ahistoricality. Before this book can be acceptable under the state law, there will have to be a section (preferably a chapter) on the history of the pre-1846 Southwest. Moreover, the U. S. - Mexican War and Treaty of Guadalupe Hidalgo will have to be explained in enough detail to make the student aware of the significance and implications of these phenomena.

209 Add limits of Spanish territory in 1776.

226 First settlers -- implies English colonist. Statement not true!

Paragraph at bottom is very anti-Indian -- "There were no towns, or houses or farms or schools or churches. There were only land and the resources of the land."

THE SOCIAL SCIENCES: CONCEPTS AND VALUES

Specific References (continued)

Page

227 First black people as "explorers." Not true, though some were with the explorers.

228 The last paragraph on this page is a superficial explanation of slavery and in some ways a justification for it.

229 No mention is made here of the horrible "middle passage." Suggestion: include picture of a slave ship showing how slaves were packed into them. The first paragraph on this page contains a simplistic and superficial explanation as to why blacks were enslaved.

229 The authors state that the slave owner provided the slave with food. They should point out what kind of food and how much. The authors state: "Some slave owners took good care of their slaves...." What does this statement mean? In what ways did they take good care of them?

230 The authors state: "An owner could (emphasis added) break up a slave family and sell the members to different owners if he wanted." To be honest, the authors should state that masters not only could break up families, but they did rather systematically.

230 The authors are wrong when they state that the slave was regarded as a human being. It is doubtful that blacks are regarded as human beings even today. Witness the differential reactions to Kent State and Jackson State.

230 This statement is a lie: "Most Americans valued human rights in th se days just as most of us do today." Most Americans value the rights of those who are rich and powerful and white. It is simply dishonest to teach children this kind of fiction. If we want to give them fiction, we should give them real fiction, such as Alice in Wonderland.

231 The authors should explain why and how slavery was a problem for those who wrote the Constitution.

233 "Most people thought the government should protect both human rights and property rights." This statement is not true. Most people thought that the government should protect the rights of white people with money and power.

240 The "Southerner"used so as to exclude all non-whites.

242 Add: "Many Southerners moved into northern Mexico and traded citizenship to gain free land in Tejas (Texas).

244 No mention of early slave revolts, or of David Walker -- too much emphasis on abolitionists.

244-246 The problem with the section on black abolitionists and slave revolts is that the authors do not explain what caused slave revolts.

249 Add unit or paragraph on Indian rights or treatment compared to slavery issue.

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Specific References (continued)

Page

252 Revise maps to reveal effects of war on Mexico.

252 Maps on this page are inaccurate and anti-Indian, as well as anti-Mexican.

262 No mention of black troops, etc.

266-273 In "Rebuilding a Nation," the authors focus only on the problems of the black man, totally ignoring the temporally parallel problems of "nation rebuilding" vis-à-vis Mexican Americans and Native Americans. This chapter should be rewritten on a multi-ethnic basis, so that students get an idea of the attempts of Anglo Americans to deal with the various ethnic minorities during the second half of the nineteenth century. This would provide an excellent opportunity for the development of inter-ethnic knowledge and understanding.

276 Hiram R. Revels was a black-white-Indian mixed-blood, not "a black man."

283 Reference to U. S. - Mexican War -- how historical accounts vary.

287 Make room for reference to fact U. S. incorporated many citizens of Mexico and Puerto Rico when it expanded South and Westward. This was a different way to become a citizen.

287-300 "Becoming a Citizen" is appalling on two grounds. First, it totally overlooks Mexican immigration because of the chapter's European fixation. Moreover, although it treats the problem of citizenship for immigrants, it ignores the historical experience of Native Americans and pre-1846 Mexicans in the Southwest, who were incorporated by conquest into citizenship. These two aspects of "citizenship" must be dealt with in a chapter of this nature.

294 This graph completely omits mention of Asian immigration.

296 This section utterly neglects any discussion of the anti-Chinese movement in the United States. It also fails to mention anything about Filipino or Korean immigration to the United States. The figure cited for the quota of Chinese immigrants allowed into the United States after the repeal of the Chinese Exclusion Act in 1943 (205) is incorrect. The correct figure is 105.

Two other omissions which should be included are the role of Chinese miners in financing the state government of California in the 1850's and 1860's through payment of the unconstitutional Foreign Miner's Tax, and their indispensable labor in developing California agriculture. In her definitive classic Chinese Immigration (Henry Holt and Co., 1909), Mary Coolidge Roberts noted, "The income from the Foreign Miners' licenses in the decade from 1854-1865 amounted to one-eighth, and for the whole period from 1850 to 1870, to one-half, of the total income of the State from all sources. From 1855 onward, it is conceded by all authorities that the Chinese paid practically the whole of these taxes -- a sum amounting altogether to nearly five million dollars paid into State and County treasuries." (pp. 36-37) With respect to farm labor, Chinese constituted 1/3 of the state's employed

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Specific References (continued)

Page

296 force in 1880 and 1/2 of the state's farm hands in 1884. (Carey McWilliams, California, the Great Exception; Current Books, 1949).

297 Refer to large role of Mexican immigration.

300 Asks questions about Indians, Mexican-Americans, Puerto Ricans, but has no information.

302 Refer to violence used to deprive minority of vote; especially Mexican-American language problem.

307 Refer also to Spanish and Mexican frontier and woman's role there.

314 a. Relate human to civil rights. b. Make room for a photo of Mexican American demonstration. c. This chapter needs revision to include struggle for Civil rights of Mexican-Americans.

314 Omit "black" to avoid labeling civil rights as purely black issue.

314-329 "Protecting Our Civil Rights" is one of the most distressing chapters in the book. Although it does deal with a major national problem, it does so from such a distorted perspective as to have serious negative implications for the Mexican-American. One of the major obstacles faced by Mexican-Americans is becoming recognized as a group with its own special characteristics and problems. Too many Americans can only see black and white. To them, you have a problem if you are black; you do not if you are not. Moreover, many Americans perceive the Civil Rights struggle as simply a black-white one, totally ignoring the long struggle for civil and human rights by Mexican-Americans, dating back to 1846. This chapter, by describing the Civil Rights struggle as merely a black-white one, contributes to the Mexican-American sense of invisibility and ahistoricality and the false image of the Mexican-American as sleeping rather than fighting for his constitutional rights. This chapter must be rewritten on a multiethnic basis, to show the multiplicity of civil rights obstacles for all ethnic groups and the efforts of all ethnic groups to protect and obtain such rights.

314 Section Three of Unit Six entitled "Protecting Our Civil Rights" correctly devotes some attention to the struggles of Native Americans, Chicanos, and Black Americans to achieve full equality under the law and a decent standard of living. Ignored however, are the abysmal conditions of Chinatowns, Manilatowns and Little Tokyos. The exclusion of Asians from these final chapters implies in a way totally unjustified that Asians have solved their problems or that their problems are too insignificant to warrant mention. By perpetuating the myth of the Asian "model minority", the textbooks reinforce complacent attitudes in the general public that hinder efforts to deal with the very real problems of gang warfare, inadequate housing, drug abuse, poor health conditions, and chronic unemployment.

316 The comparison of racism against blacks with sexism is dangerous and misleading. This analogy simply is not valid.

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Specific References (continued)

Page

319 This statement is very misleading: "There were some places in the South where the separate facilities were equally good, but in many places they were not." (emphasis added) In most, if not all cases, blacks had inferior facilities -- and the authors should know this.

319 Cite Indian reservations and Barrios as examples of segregation out of South.

322 Add Asian and Mexican-American Civil Rights struggle in Education.

326 Indian section needs expansion.

326 Beginning "James K. Polk" -- that whole paragraph needs to be rewritten.
Line 25 It does not explain why Polk wanted to extend the boundaries of the United States (not America). Mexico did not have to claim what was rightly its own territory.

333 Nothing on Seminole-Micosuki defense of everglades.

339 Unit on how voting rights were limited for minorities as well as poor.

343 Add unit on women in Spanish, Mexican, Indian, Asian societies in America.

347 Use of the term "tribe" in Nigeria is questionable.

349-355 "The End as Beginning" is a travesty in many respects, not the least of which is its relegation to the "back of the bus," as if the authors had remembered "those Mexicans" on the eve of printing and stuck in something to try to satisfy the state law. Moreover, in terms of content, the chapter is poorly done. The most grievous aspects are the unidimensional, simplistic view of Mexican-Indian societies, the failure to treat the continuous process of Spanish-Indian-Mexican miscegenation, the simplistically distorted description of government and society in Colonial Mexico, and, most important, the failure to discuss Mexican movement into and societal development of the Southwest in 1846. In short, even as an afterthought, this chapter is not a good one.

350-351 Treatment of ancient Mexico is very superficial and leaves one "up in the air."

353 Not "some Mexicans still speak Indian languages" but "millions of"

1810 Revolution origin is false.

Add units on Indian, Asian and Mexican American Civil Rights struggle.

355 Add unit on various forms of segregation outside South -- barrios, etc.

360 Add unit on Mexican American "walkouts" from schools in 1968.

365 Add unit on bilingual situation which minorities face in school.

Entire Final Chapter needs to be revised in every respect! (by an authority on Ancient Mexico)

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Specific References (continued)

Page

T-19 Fifth Concept Photographs used not relevant to Chicanos.

T-65 Add: Mesa is Spanish for table. Correct "Phonetic."

T-82 Add Reference of Spanish period of 300 years and effects on Hopi.

T-144 Add unit on Spanish and Mexican farming before 1846.

T-279 Make room for how Mexican War set stage for U. S. Civil War.

T-237 Add unit on Indian-Spanish and English possession and the U. S. independence.

T-323 Add unit to explain how U. S. acquired new lands and citizens.

333 (Teacher's Manual)

The questions and responses in section #1 make anti-Chinese sentiment appear to be exclusively an economic phenomena. As such, they ignore the reality of racism as a major force in anti-Chinese sentiment, one which was obviously the central factor in maintaining this prejudice in non-working class segments of the American population. In the California Supreme Court case of People v. Hall (1854), for example, it was ruled that Chinese were ineligible to testify against whites in state courts of law. Further, the refusal of the established forces of law and order to restrain California citizens from harassing and lynching the Chinese documents their own timid bigotry and tacit approval of these actions.

Question #2 reflects a similar bias. Precisely what does the manual mean when it asks "Note how long ago unfavorable attitudes about America began to grow in China. Why did the U. S. government let this happen? The implication of the second question -- that the American government could control the attitudes of Chinese people at will -- is particularly insulting as it presupposes an elusive American tyranny of the minds of compliant, submissive Chinese. Chinese people, while no less ethnocentric than other races, possessed good and valid reasons for disliking Westerners after the legacy of the Opium War against Britain and the Arrow War against both Britain and France. Despite half a century of Western imperialism in China, the Chinese -- who knew little of the atrocities experienced by their brethern in California -- had less of an unfavorable opinion of Americans than of other Westerners, particularly because of the role of American envoy Anson Burlingame who helped in the implementation of the so-called Cooperative Policy in the early 1860's which temporarily disavowed the use of force in dealing with China and, for a time, attempted to respect her territoriality.

Question #1 is inaccurate in its use of the term "Hawaiians" in the first sentence. Native Hawaiians did not have a "very deliberate policy of inviting immigrants from specific areas to work on sugar plantations." White plantation owners had such a policy, not native Hawaiians. Moreover, there is no clear record that the Japanese government ever actively sought the right to allow its citizens to immigrate to Hawaii, as is presupposed in the sentence

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Specific references (continued)

333 (Teacher's Manual) continued

which states that "Finally, the Japanese were allowed in." In fact, immigration to Hawaii was forbidden by the Japanese government until 1886. Again, in the final sentence, it was not "Hawaiians" who "began to object to such great numbers," but white Americans living in the islands. (see Hillary Conroy, The Japanese Invasion of Hawaii or Hawaii Pono by Lawrence Fuchs, Harcourt, Brace and World, 1961)

King, Frederick M., and Others. CONCEPTS IN SOCIAL SCIENCE: The Social Studies and Our World. River Forest, Ill. : Laidlaw Brothers, Inc., 1970

General Comments

1. If the book is going to try to define slavery, it will also need to define it in cultural as well as legal and other terms.

2. Only four references are made to blacks, and the treatment of slavery is very poor.

3. The treatment of Chinese history and the way the book deals with ancestor worship and the Mandate of Heaven constitutes providing more sources of ignorance rather than enlightenment.

4. The treatment of Indian society is no better; for example, it starts with the statement that Indian society is a closed society.

5. All the ancient civilizations treated are once again Eastern hemispheric civilizations. Western societies do not begin until the Aztecs and Mayans.

6. The discussion of voting rights is superficial, perpetuating the myth that democracy is growing. It is insincere, and would have to be changed completely.

7. The section on Brazil contains many gross factual errors which would have to be corrected.

8. The discussion of Chinese relations in Asia and in Europe refers to the Opium War without ever showing the consequences of some of the exploitation by the Westerner in that period. It is the same old thing that has always been taught.

9. The discussion of the Monroe Doctrine is chauvinistic and should never be presented to American children in that manner.

Specific References

Page

46 A comparison is made between contemporary Aruntas in Australia and Neanderthal man, and at some very simplistic level this is probably possible; but 40,000 years of history have gone on in Australia since Neanderthal man was around, and such a comparison would imply that these hunting and gathering cultures do not change over time, and obviously they do.

52 The pictures of the Neanderthals are poorly conceived and would have to be removed.

230 The idea presented is that in the Spanish colonies, the American natives were made into slaves and therefore lost their will to live. Large numbers of Indians died, it is true, but that was not the cause. By 1610, 19 out of 20 of them had died of the Aztec flu.

Jones, James J., et al. Voices of Latin Cultures and Ancient Civilizations. San Francisco: Leswing Communications for Stone Educational Publications, 1971

1. Page 324 and following pages are about China. They are full of factual error and misleading facts. A series of illustrations is very strange -- they are not Chinese in origin, probably from 19th century European observers, and they tend to undercut the image the book is trying to build. Certain things are insidious: for instance, on page 332, the questions asked operate to cast classical Chinese society in a strange kind of light by comparing the status of women in classical China and in the U. S. today -- which is devastating. There is a very uncritical use of the notion of permanence in Confucian ideas--indicates that it still exists today, yet this is not true. There has been a great transformation in China today. On Page 361 there is a token treatment of the Chinese in America -- why is that there at all?

2. On page 339 the book takes a very strong judgmental position on authoritarian systems, and the questions are structured so that they don't really constitute inquiry.

3. In many instances, the captions do not fit the pictures, which in turn are not valid.

4. The "Behavioral Objectives" in the teacher's section are not behavioral at all but purely rote memory. The teacher's introduction uses loaded words and would have to be redone. At one point, Maximilian is presented as a problem for the U. S., without mentioning that he might have been a small problem for Mexico, too.

Cappelluti, Frank J., and Ruth H. Grossman. The Human Adventure. San Francisco: Field Educational Publications, Inc., 1970.

General Comments

1. The enunciated view of "civilization," a basic concept, is narrowly ethnocentric. Roughly 70% of the content of the book deals with "Western European" civilization, and the idea of a separate treatment of "Civilization along the Nile" and "Civilization in Africa" reflects this untenable ethnocentrism. (cf. pp. t7-8, t9 and 11, and s95 and s381, s86ff and s152ff).

2. The title of this book is far too broad--this is not really a world history at all, but a history of European civilization with a little Africa and Latin America thrown in.

3. The term "underdeveloped" is used, although for about 10 years the preferred term has been "developing."

4. Throughout the book, with the exception of one short discussion of the problems caused by industrialization, there is the basic assumption that the industrial revolution is the great civilizing force and that the more industrialization, the better. This is not necessarily a true assumption, and it would be far better to dwell more on its shortcomings in the hope that developing nations may be able to learn from the industrialized nations' mistakes in the past.

5. The book is grossly lacking in a multi-ethnic dimension (contemporary and indigenously American), and ends up being, perhaps unconsciously, unduly weighted in favor of "Western European" civilization and achievements.

Specific References

Page

142 The section on China jumps from Shih Huang Ti (third century B.C.) to 1912 A.D. without comment. Some continuity should be carried through in this section.

143 On this page, where various groups of Indians are shown on a map, no mention of any California Indians is made. It looks as though there were no Indians here at all. Also, the areas delineated for some of the groups are incorrect. The area of the Incas extends too far south but not far enough east; the Olmecs are out of context because their civilization was much earlier than that of the Incas or Aztecs.

The Human Adventure

Page

144-45 The discussion on Central American Indians mentions rather insignificant things as evidences of their culture. Far more important aspects of their culture should be mentioned. Also, the word "primitive" is not particularly appropriate in connection with the pyramids and temples build by these cultural groups.

Actually it is not correct to use the word pyramid in connection with the Central American Indian groups, because most of these structures were temples, not pyramids, as they were not built to house the dead.

495 The graph is incredible and should be completely removed.

The Third World is discussed, but the discussion is very poorly done and should be revised.

500 Glossary is too biased, with glaring gaps and slanted definitions. For instance, a colony is defined as "a settlement that is distant from the founder's country or city, but dependent on it."

Hostvold, Gerhard N., et al. Voices of Emerging Nations. San Francisco: Stone Educational Publications, 1971.

General Comments

1. On page 164 in the section on Africa, the term "true Negro" is used. Is there such? Also, the fiction story on pages 168-71 implies that Africans were without culture, and on page 172 it is implied that polygamy was practiced in all African groups. On page 176, it states that most tribes were "primitive," on page 178 that Africans felt "unfriendly toward Christianity." The pictures on pages 186-87 are very poor. On page 188, it is not considered at all that there might be other ways to progress than toward Europeanization. The whole section implies that there were no nations in Africa, and it fails to give any impression of the horrors of imperialism.

2. A certain ambivalence is present concerning the use of the word "underdeveloped." The book should have stuck with "emerging," which is a much more acceptable term.

3. In the section on India, the pictures on pages 41 and 48 are very bad. The definitions given are very shaky, the concepts are vague--"nationalism," "revolution." The questions are stupid--children are brighter than that.

4. On page 60, the book misses a good chance to talk about urbanization (Indian), and on page 65, in the discussion on Indian independence, the narrative is simplistic and leaves the reader with the impression that a salt tax was just about the sole reason for Indian independence.

5. In the section on Africa, the entire implication is that acculturation to European ways is the only salvation.

6. The term "Abyssinian" is used instead of "Ethiopian."

7. The section on China equates the emperor as dictator. On page 97, the economies of the U.S. and China are compared, with judgmental evaluation and a strong strain of suppor for Chang Kai-Shek. No mention is made of the USSR vis-á-vis China, except in a completely misleading way.

8. This book is very negative in its use of the word "different."

9. India is pictured as strongly democratic, yet it is generally agreed that it will probably end up in the communist camp.

10. The book provides an ethnocentric point of view. Photos emphasize poverty, arts and crafts, and old aspects of society.

11. The role-playing in this book actually reinforces stereotypes because the students are not given enough information upon which to base their roles.

Bidna, David E., We the People. Boston: D. C. Heath and Co., 1971

General Comments

1. Indicates that the civil rights struggle was within the South, thus ignoring the seats of power. Implies that black people learned they can gain by riots and protests--a very dangerous concept, especially for slow learners. The book is based on the melting pot theory, and therefore no attention to minority groups is considered necessary.

2. Information regarding slavery is sugar-coated, giving emphasis to the various justifications for slavery. Page 154, picture of slaves singing and dancing, page 389, pictures portraying harmony reigning.

Chapin, June R., et al. Quest For Liberty: Investigating United States History. San Francisco: Field Educational Publications, Inc., 1971

General Comments:

1. By its very comprehensiveness (the full sweep of U.S. history), this book assumes major obligations to completeness, and by its daring (contending with issues and problems often avoided or handled with ethnocentric simplicity), it runs risks of gallant failure. Unfortunately, the lack of completeness and number of failures vis-a-vis the Mexican American are too important to be overlooked and must be revised to meet state, human, and intellectual standards.

2. In general, the book raises important issues and asks significant questions. For this the authors and publisher must be commended. However, the book has the unfortunate tendency to ask some questions which cannot be intelligently tackled, and other questions which are prefaced by insufficient, often loaded facts ("evidence"). Although I will concentrate my remarks on those sections dealing with the Mexican American and his heritage, this trait is present throughout the book. The authors should review their questions, removing such objectionable questions or question-evidence sections.

3. There is an implication that Spanish Indians were more civilized than Northern and Eastern U.S. and Canada Indians.

4. In a book which includes nearly 400 pages on the post-1848 period, token treatment of the Mexican American is both insulting and distorting. It helps to reinforce the generalized U.S. stereotype that only the black man has suffered from prejudice and lack of equal opportunities. Moreover, by the total neglect of Mexican Americans who have struggled for the Chicano cause (from Murieta, Vasquez, Cortina, and Baca through Sanchez and Galarza to Chavez, Tijerina, Gonzales, and Gutierrez), this book reinforces the stereotype of the sleeping, inactive, inarticulate Mexican who has never fought for his rights. In short, before this book can be considered as meeting the state Education Code by presenting the role and contributions of the Mexican American, the last 400 pages must be thoroughly revised to integrate Mexican American historical materials.

5. No mention is made of the Cree and Chippewa languages, which became the Linga Franca in Canada and are spoken by most metis.

6. Using Pocahantas as a case for a study of historiography is too bad, as it is not a significant issue. However, otherwise it is o.k.

Quest For Liberty: Investigating United States History

7. The book is basically anti-Indian, since most all pictures of Indians show somebody being massacred.

Specific References

Page

11 This page describes contacts with Indians, some of which are plausible, some not, with no attempt to differentiate. Use of the Ecuadoran pottery evidence is poor, since this is not generally accepted.

24-25 On these pages, the book deals with the Spaniards' killing of Cholulans. After presenting six sentences of superficial narrative on the event (including loaded rhetoric like "savage massacres"), the authors ask "Should Cortés have attacked the Cholulans? Was he acting wisely to protect his army?" Historians have puzzled over these questions for centuries, yet eighth grade students are asked to contend with these questions on the basis of a six-sentence narrative. The whole idea is intellectually repugnant. More importantly, a discussion derived from such a presentation could easily result in the formation and reinforcement of typical Black Legendish stereotypes of Spaniards as inherently cruel and bloodthirsty.

However, on page 25, the Indians have their day at "massacre," this time with Estevanico and his party being the victims. This is the third time on one page that the authors have resorted to this ill-chosen word, one which impedes inquiry by telling the student how to interpret an event. "Killing" and "execution" are both less loaded, but equally explicit terms. If this page is any example, the entire book must be reperused for the removal of other "massacres" and similar rhetorical terms.

The Cholula people were not Aztecs. The insert on Estenanico is not correct--he was a Moor from North Africa, who was dark. Although the book says he was massacred, actually he was executed as a spy. He is not a very image-building character and not a good case study.

33 This page implies that the American Indian was a resource for the European. The discussions of Indian culture are very misleading and would not help an Indian child to build his self-image. Treatment of the Iroquois is misleading.

38 The statistics are not correct, since most Indians now are of mixed blood. The treatment of reservations is erroneous, since it is not land set aside, but land they were allowed to keep.

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Page

41 There is no explanation of why blacks were worth more than Indians as slaves, and the book doesn't indicate that South Carolina's economy was based in the Indian slave trade with the Caribbean.

42-43 Maps are inaccurate--they are labeled "claims" but actually represent "control."

43-45 The authors make a mess of a fine opportunity to explore the Spanish colonies, particularly Mexico. In addition to erroneous statements ("There were few able administrators." "Protestants, Jews, and other 'troublemakers' were not allowed in the colonies."), the authors overlook two aspects which should be basic in any U.S. history textbook. First, there needs to be a much greater treatment, with sensitivity, of the process of miscegenation in colonial Latin America, particularly Mexico, so that the student can get a grasp of the nature and extent of this phenomenon. Second, there should be a major multipage discussion of the spread of Indo-Hispanic-Mexican civilization into the Southwest. One of the major failings in U.S. history is the impression that the U.S. expanded westward into a societal wasteland, an impression which permits Americans to rationalize the 1846 capture of Mexican territory and ignore the obligations of the triumphant country to the population--Mexican and Indian--which lived in that area at the time of the conquest. Considering the size of this book, a full chapter should be devoted to the establishment and development of pre-1846 Indo-Hispanic-Mexican society.

221-30 In general, the section on the Monroe Doctrine and Alliance for Progress is as good if not better than any similar section of a pre-university text. In future editions there should be a more extensive treatment of the evolution and implementation of the doctrine after 1823, as well as an indication of the historical moments when the U.S. failed or refused to implement the doctrine.

246-61 The section is most perplexing and obvious stereotyping. First, on the positive side, the section on the U.S.-Mexican War is generally very good. It is balanced, succinctly presents the problem of national historical perspective, and raises interesting issues. A bit more attention should be devoted to the Treaty of Guadalupe Hidalgo, its contents, its implications, and the failure of implementation of the sections on human rights. As this treaty is of major significance to Mexican Americans, it deserves closer scrutiny.

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246-61 However, in contrast to the solid section on the U.S.-Mexican War, the sections on the Texas Revolution and "Sunny California" are most depressing. The general tenor of the Texas section is of Americans vs. Mexicans, with only passing reference to the fact that these so-called Americans were not Americans at all, but Mexican citizens (American immigrants who had accepted Mexican citizenship and had agreed to obey Mexican laws). The off-hand comment that "these two requirements were lightly enforced" (p. 247--referring to citizenship and Roman Catholicism) merely adds to a misperception of reality. Since when does citizenship have to be "enforced"? Thereafter, the constant reference to these immigrants as Americans, when in fact they had agreed to becoming Mexicans, albeit Anglo-Mexicans, further confuses (or rather ethnocentrically simplifies) the issue. The removal of the word "Americans" for Mexican citizens of Anglo-American heritage and the insertion of "Anglos" or "Anglo Mexicans" would help clarify the issue and place it in proper perspective.

On page 248, the simple stating of Santa Ana's having "gone back on his promise to give Texas separate statehood" and Stephen Austin's having been "arrested there as a disloyal Mexican citizen" further imbalances the narrative and prejudices the "inquiring" student. If these incidents are to be discussed, then their context should be established and the reasons given.

On page 250, the authors fall back into their "massacre syndrome." There are two "massacres" on this page (both performed by Indo-Hispanic Mexicans). However, by the time the opposing sides reach the Battle of San Jacinto in paragraph three, the killing of 600 Mexican soldiers by Anglo-Mexicans (or Texan-Americans, as the authors label them) does not qualify as a "massacre" (but the killing of 187 men at the Alamo, or one third as many as at San Jacinto, twice receives the badge of massacre).

In point of historical reality, the Anglo-Mexicans (and their Indo-Hispanic-Mexican allies had committed treason by revolting against the central government, and treason was punishable by death (as it is in the United States today). Santa Ana ordered the "execution" of all traitors and this sentence was carried out at the Alamo and Goliad. This is not to justify what Santa Ana did nor to justify killing of any sorts. It is merely an appeal to the authors to drop the use of loaded, prejudice-producing rhetorical terms. Such treatments of the Alamo have reinforced anti-Mexican

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246-61 prejudice for over a century. It is about time that we lay down the verbal heavy artillery and begin to examine the past with a degree of understanding of the issues and acts involved. (P.S.: The word "massacre" is not included in the index; if it were, references to that word would probably take up an entire page.)

The brief section on California (pages 250-251) is not so aggravating, but is still quite disappointing due to its brevity. At this point there should be a rather extended, complete portrayal of Mexican society on the eve of the U.S.-Mexican War, so that Mexican-American students can get an idea of how their Southwestern ancestors lived and Anglo students can realize that the U.S. did not take over a societal wasteland, but an area with tens of thousands of people, who overnight had to readjust to a new society with a new language, new norms, and "foreign" (for that area) people in massive numbers. This section provides an ideal opportunity for the development of cultural understanding.

288-89 Here is a common problem--no Indian territories are shown on the map, yet these had legal status as protectorates. These protectorates were shown on maps of that time. The section on Blackhawk is not too bad, but it does have errors.

337 Indians did not make buffalo extinct.

344 The section on Geronimo is very bad.

432-36 The implication that anti-Chinese discrimination began in the 1870's is incorrect, since all kinds of it was manifested as early as the 1850's. The whole emphasis in this discussion is on why the Chinese were disliked. On page 434, there is a description of the Rock Springs massacre, but then the book gives all the justifications for it.

448 There is the implication that all Chinese, Japanese, and Jews go to college these days and have no problems. No mention whatever is made of Filipinos.

The horrors of the Middle Passage are not mentioned in connection with slavery, and there is no driving home of the inhumanity of slavery.

623-24 A statement that "rioters were confused, angry citizens," and a statement that "In several cities the people attempted to give ghetto people a voice. . ." seem to be unnecessarily insensitive.

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T58-62 In a duscission of home-front problems with blacks migrating north, the authors miss the opportunity to link this with lynchings in the south. This calls for a more honest approach.

Of all the U.S. history textbooks (including many currently being used in the California schools), Quest For Liberty has the greatest possibilities for achieving a true multicultural presentation of our nation's past. The authors and publishers should rededicate themselves to this goal and work toward creating a book in which all persons and groups in American society can derive pride and greater understanding.

Sandler, Martin W. People Make a Nation. Boston: Allyn and Bacon, Inc., 1971

1. Outstanding model of a textbook, but no Mexican-Americans or Indians are in it at all. Essentially honest in its approach, and very good on blacks.

2. This is U. S. history written straight from the European point of view, starting with the colonists.

3. No mention of Japanese-Americans, treatment of Chinese on two pages not well done.

Staff of the Social Studies Curriculum Center. The Americans. New York: American Heritage Publications, Inc., 1970. (Distributed by Holt, Rinehart and Winston.)

1. Presents two conflicting views of slavery, but doesn't carry through on the potential in developing those views. On the whole, the view of slavery is simplistic.

2. Apparently, the authors don't know what a document is -- they use a great deal of fictionalized material.

3. This book lacks any mention whatever of Mexican-Americans or Asians.

4. Civil rights section has condescending definitions, and the discussion of the sit-in movement conveys no appreciation of the forces involved.

Yahe, Ralph Sandlin, et al. Exploring Regions of the Eastern Hemisphere. Chicago: Follet Education Corporation, 7th grade

Social studies textbooks are significant for minorities because they create images of societies and cultures that students can readily internalize. It is imperative that the total perceptual structure of a book be free from prejudice, for a general image of society that excludes minorities from full social participation perpetuates racism in the same fashion as a single derogatory stereotype perpetuates discrimination against a specific ethnic group. This is especially true for the book Exploring Regions of the Eastern Hemisphere because the text itself considers only two of the four minorities represented in our Task Force. If the total structure of the book is fundamentally sound, any revisions involved in the treatment of particular minority groups can be accomplished with relative ease and need not hinder the adoption of the book into the California social studies curriculum. Should, however, the book's intrinsic conception of society be such that it excludes or denies the consideration of minorities as complete and equal participants in the life of society, then the book must either be completely rewritten, or, in accordance with state law, be rejected as containing "matter reflecting adversely upon persons because of their race, creed, national origin or ancestry." Education Code Section 9002.

Given this context, one need not proceed beyond the table of contents to realize that Exploring Regions of the Eastern Hemisphere inherently segregates minorities from full and equal participation in the book's history of human development. Parts I, II, and III of the text are entitled "Man and His Physical Development," "Man and Early Civilizations," and "Man in the Middle Ages," yet when one searches the subtitles under these major sections, he finds there is no discussion of human development in Africa or Asia through the end of the sixteenth century. Then suddenly, in Parts IV, V, VI, and VII, entitled "Modern Man in Western Europe," "Modern Man in the Soviet Union and Eastern Europe," "Modern Man in Asia," and "Modern Man in Africa and the Middle East," Asians and Africans are permitted to rejoin the human family.

Although it is true that Chinese civilization in the Hwang Ho Valley is included in Parts I - III under the heading "Other River Civilizations" (p. 79) and although "Silk from China" (p. 116) is recorded as a commodity for sale in ancient Rome, these details do not explain why two-thirds of the book is dominated by European history at a grade level that attempts to cover the history of "Africa, Asia, the Middle East, Australia, and Europe," not to mention the "United States economic system." (p. 5, Criteria For the Selection of Materials for the Social Sciences Program, Grades Five Through Eight).

Some of the bias is overcome by specific sections in the body of the textbook, such as the passage on European imperialism in Africa (pp. 430-433) with its candid application of the concept of "racism" to characterize the attitudes of European colonialists toward the indigenous African population. Laudable too, is the discussion of South African apartheid which describes this system of involuntary segregation with a genuine, if somewhat timid, attempt at realism.

Unfortunately, such gains are lost amidst the plethora of contradictory assertions that fill the entire book. In one instance, the authors succeed in standing the moral issue of imperialism on its head by asking, "How might the colonialists have done a better job of preparing the Congo for nationhood?" (p. 445, question # 2). At another point, they can find no better way of depicting the attitude of European settlers in Kenya from 1952-1956 than by relating that

"According to some of the whites, the only good Mau Mau was a dead one, and the sooner all the Mau Mau were dead the better." (p. 443) Finally, in an authoritative table entitled "Facts About Africa," they choose to distinguish Kenya as "a favorite country of big-game hunters," the Central African Republic for "its one daily newspaper," Mozambique for "a skilled orchestra" in "Almost every large village," Chad for its conspicuous want of railroads, and the South Africa they elsewhere condemn for its unique policy of apartheid with praise as "the world's largest exporter of gold." (pp. 394-395)

The book's treatment of Asia, while less flamboyantly depressing, is probably worse overall. Not only does it manage to exclude from even secondary treatment Korea, the Philippines, and the unique dilemmas of women in Asia,but by not considering China before Marco Polo's arrival, Exploring Regions of the Eastern Hemisphere avoids the necessity of attributing an inventor to paper, gun powder, and the magnetic compass. The entire period of Western imperialism from the Opium and Arrow Wars to the colonial rivalries in the 1890's is glossed over and the footnote on the Chinese seizure of opium in 1839 (p. 331) remarks, "China wanted to stop the opium trade and seized millions of dollars worth of illegal drugs from British traders. Britain declared war. As a result, Britain gained Hong Kong as a colony and more trading rights." Thus, England's gain and loss is reckoned in territory and dollars, while the debilitation of a major civilization through mercenary drug addiction passes by without comment.

Further, the book commits more than a few factual errors by ignoring Indian Buddhism in categorically asserting that China was impervious to outside influences (p. 347), misdating the emergence of Communism as a significant force in China (p. 332); and arguing that the Japanese had no interest in the outside world prior to the 19th century. (p. 354)

Ludicrous distortions appear in the questions that punctuate the text. "Why do the Communists fear the educated people of China?" the authors ask regarding the first Chinese government in four thousand years that has been successful in pressing literacy programs on a mass scale. "What are some of the disadvantages of a character system of writing?" they demand of Chinese writing without thinking to inquire into its endurance through thousands of years. Lastly,they conclude their discussion of the People's Republic of China with a note of ominous finality, observing, "They have continued teaching the people Mao's thoughts through pamphlets, workers' meetings, and public posters on display everywhere. And always the police are on guard," as though to imply that law enforcement, in any society, is not a continuous process. (p. 341)

Essentially, Asian societies in this textbook serve as no more than foils for appropriate contrasts with Western endeavor and enterprise. Whether they be the monomaniacal Japanese ruthlessly emulating American ways from industrialization to ecological disaster, the Chinese Communists portrayed as the antithesis of The American Way, or the Koreans, Filipinos, and Asian women who remain part of the invisible and faceless teeming hordes. "Man in Asia," remains as simple, contrite, and expendable as when Brooks Adams at the turn of the century told America that, "Our geographical position, our wealth, and our energy preeminently fit us to enter upon the development of eastern Asia, and to reduce it to a part of our economic system."

Exploring Regions of the Eastern Hemisphere
Evaluation by Carlos E. Cortes

1. The whole tone of Part Two -- "Man and Early Civilizations" is detrimental. As this is an Eastern Hemisphere book, it is obvious that it does and should concentrate on Eastern Hemispheric rather than Western Hemispheric civilizations. However, it should not imply, as it clearly does, that "The Birth of Civilization" (Unit 3), "The Early Growth of Civilization" (Unit 4), and "The Spread of Civilization" (Unit 5) were solely Eastern Hemispheric phenomena. The simple change of titles to such as "Man and Early Eastern Hemisphere Civilizations," "The Birth of Eastern Hemisphere Civilization," "The Early Growth of Eastern Hemisphere Civilization," and "The Spread of Eastern Hemisphere Civilization," would go far toward alleviating the implication that "civilization" was not born, did not grow, or did not spread in the Western Hemisphere prior to the arrival of the European. A review of the text of these chapters and the revising of individual sentences to rid them of these anti-Western Hemispheric nuances would make them more acceptable to both the Native American and the Mexican-American.

2. The rest of the European section, Parts Three and Four, generally neglects the historical evolution of the Iberian peninsula, which is a vital part of the heritage of the Mexican-American people. Moreover, through such neglect, the book misses a golden opportunity to create intercultural understanding of Northern European and Iberian historical roots and, by implication, relegates Spain and Portugal to "second class citizenship" in European history. In an era in which education and textbooks should strive to create better understanding of the diverse roots of our nation's heritage, this neglect of the ancestors of millions of Americans is unacceptable.

Certain innocent-appearing sentences hint at some undesirable things, but it's open enough that it could be corrected. The 1800's are generalized far too much -- it simply says that the slave trade ended and imperialism began. There are many stereotypes, actually. The entire attitude of the book is subtly biased, but the facts are there, and it does appear that some effort was made to overcome bias.

The Asian sections are basically a Eurocentric presentation, traditional in nature. The ideas that China is unchanging, that the Emperor made Confucianism the official philosophy, that Japan was completely out of touch with the west at anytime -- these are false. There is the stereotype of the "economic animal," which is damaging and breeds hostility, because it has no human dimension. The "Made in Japan" concept is presented, with its implications that the Japanese are noncreative, copiers, etc. This is a distortion which ignores the human element in Japan. There is nothing here that explains the existence of Christianity in Japan. Actually, society in Japan is much like ours and should be looked at from that point of view. There is considerable inaccuracy regarding Ainus and other groups.

Specific References

Unit 19 seems to imply that physical environment has no influence on ways of life.

The section on Africa lets the Portuguese off the hook, but it can be fixed.

The concept of nationalism is presented in a fuzzy manner, and is based on our concept today.

Exploring Regions of the Eastern Hemisphere

Specific References (continued)

Parts Three and Four should be revised to include Iberian aspects of European history. Revisions would include:

(1) "A Holy War" (pp. 145-148) -- discussion of the Spanish Reconquest and its implications for the development of Spanish Christianity, institutions, and society.

(2) "Cordova -- Lighthouse of Learning" (pp. 167-168) -- more thorough discussion of the cultural and ethnic fusion of Moslems with other Iberian inhabitants from 711 through 1492.

(3) "Spain under Philip II" (pp. 188-190) -- discussion of the reigns of Ferdinand and Isabella and Charles I, as introductions to Philip II and to make Spanish history more comprehensible. By stressing only military-political history, this section ignores the flowering of culture in Spain, the economic changes on the peninsula, and the development of Spanish culture and society. These aspects must be included to avoid giving students the impression of Spain as a unidimensional military power, without a society and culture.

On page 188, it is implied that all Spaniards are Catholics. This is not true, witness the Sephardic Jews.

Page 190 sets forth the incorrect assumption that Spanish power suddenly ceased with the defeat of the Armada. Actually, decline had set in many years before that.

The discussion of China on page T61 is geared to the idea that developing countries are being brought to industrialization. Also, Chinese nationalism is not adequately defined or discussed. There is no development of the Chinese self-image as a nation. There is no mention of the moral issues in the Opium War or in Mao, and there is too much comparison with USSR. The real relationship with the West is not even implied, and there is no discussion of the containment policy. Too much emphasis is placed on economic well-being.

On page 393, "Facts about Africa," the entire emphasis is economic, with a tinge of dishonesty. For instance, the only fact about South Africa is that it is the world's largest exporter of gold.

Some rather old terminology should be revised.

On page 446, there is some basic dishonesty about the Congo--when you think of the atrocities committed.

The discussion of the Moors in Spain does not extend far enough. The whole treatment of Spain is somewhat superficial. It does not include the Jewish Berbers. The map of European possessions in the Western World is not accurate for the Spanish areas, and should have been blown up.

On page 245, the discussion of minority groups in France is not good-- it ignores Bretons, Alsatians, Basques, and Algerians, and, more significantly, West Indians.

Exploring Regions of the Eastern Hemisphere

Specific References (continued)

On page 432, in the insert on tribal religions in Africa, what does "tribal" mean? In fact, this is an incredible statement that implies a dichotomy between the Christian religion, and other religions, that does not exist.

Whatever its intentions, this textbook's intrinsically discriminatory conception of majority-minority relations, its transparently Anglo-European bias, and its inferior and misleading scholarship leave us little choice. Unless the book's authors will consent to revising Exploring Regions of the Eastern Hemisphere in its entirety, we must recommend that it be excluded from the California 7th grade social studies curriculum.